The Inner-Beauty Secret

Worksheets and Lesson Plans

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Where Does True Beauty Come From?

Directions: Can you follow the maze to find out where true beauty comes from? When you find it, talk about what finding this beauty means to you.
What Makes You Beautiful
On the Inside?

Directions: Look at you! Cut out the words that describe what makes you a beautiful person on the inside and paste them to the mirror.

CHALLENGE
Find two others and tell them why you chose these words for your mirror.

<table>
<thead>
<tr>
<th>NICE</th>
<th>SMART</th>
<th>COOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>SNEAKY</td>
<td>TRUSTWORTHY</td>
<td>MEAN</td>
</tr>
<tr>
<td>CHEATER</td>
<td>BOSSY</td>
<td>CARING</td>
</tr>
<tr>
<td>POPULAR</td>
<td>RESPECTFUL</td>
<td>BULLY</td>
</tr>
</tbody>
</table>
Inner-Beauty Word Search

Directions: Circle the words in the puzzle that represent inner-beauty characteristics. Cross out the words in the puzzle that do not represent inner-beauty.

WORD BANK

BOSSY  MEAN  KIND  
BULLY  FAIR  LYING  
CARING  GOSSIP  NICE  
HONEST  

CHEATING  RESPECT  
HITTING  SHARING  
PUNCHING  STEALING  
PUSHING  TRUSTWORTHY  

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Spread the Beauty

Directions: Write or draw in the spaces below.

What are 3 things you can do for someone else that would be inner-beautiful?

What are 3 things you can say to someone or send through a text message that represents your inner-beauty?

What are 3 things that someone has done for you that has been inner-beautiful?
Procedures:

2. Explain to them where inner-beauty comes from, and characteristics of what inner-beauty looks like. Name a few examples of inner-beauty occurring in various situations. (i.e. giving up your seat for an elderly person, helping a new student at school find their way around the school, texting a compliment to a friend, etc.)

3. Show the bananas. Explain that the outside of the banana may not be so pretty or perfect. However, the inside of the banana is still sweet, tastes good, and is able to be eaten. Use this as a metaphor to describe that what’s inside of a person (their heart, morals, and character) is more important than what is outside (their physical features).

Follow Up Conversation:
1. Brainstorm other items that could possibly be non-desirable on the outside, but are nice and pretty on the inside. (Examples could include a sweet onion, a long ridged carrot, a flower, some types of candy, etc.)

2. Discuss the benefits of working on being beautiful on the inside. (Write these on a dry erase board if one is available.)

3. Discuss what is more important: To have the perfect body, straightest teeth, and coolest clothes, or to be nice to people, to tell the truth, and to be someone who others can count on? Why?
R-E-S-P-E-C-T

Procedures:
1. Talk about the meaning of respect.
2. Discuss ways in which a person shows respect to themselves. (i.e. not talking bad about themselves, not making bad choices, etc.)
3. Discuss ways in which a person shows respect to other people. (i.e. listening without interrupting, saying nice words, using the Golden Rule)
4. Discuss the opposite of respect and explore examples of what that would look like.
5. Discuss why respect is important.
6. Discuss how being respectful is part of being inner-beautiful, and give reasons why.
7. Divide the group into groups of 2 or 3.
8. Instruct the groups to create a commercial selling Respect as the product. Encourage them to be creative. Distribute writing paper so that they can brainstorm.

Follow Up Conversation:
1. Ask if they noticed a common theme from the Respect Commercials.
2. Encourage discussion:
   • about a time when they felt disrespected.
   • about a time when they felt someone else disrespected their parents.
   • about a time when they felt they were disrespectful.
3. Encourage the children to watch TV that evening and find respectful and disrespectful scenes that occur during their favorite TV shows. Next time you meet, ask them “How did watching the disrespectful scenes make you feel?” “What could that person have done differently?”
High Five

Time: 20 minutes

Objective: Children will gain an understanding of the importance of speaking positively to others and to themselves.

Materials: Drawing Paper, Markers, Tape

Procedures:
1. Discuss the importance of speaking positively to yourself. Give examples of nice things that you can say to yourself. (i.e. “I studied hard and aced that spelling test.” “I tried my hardest at the track meet today.”)
2. Discuss the importance of positive talk to others. Give examples of nice things that you can say to other people. (i.e. “You did a great job in your soccer game.” “I saw how you stuck up for that person being picked on at lunch, that was cool.”)
3. Discuss how giving a compliment to someone is a sign of inner-beauty.
4. Distribute the materials.
5. Have the children trace their hands on the paper.
6. Then, have them assist each other with taping their hands to the back of their shirts.
7. Have them write compliments on the hands taped to the other children’s backs.
8. Use the analogy of giving someone a high-five. Explain that they are using nice words to encourage each other, and encouraging others is a sign of inner-beauty.
9. After each child has given a “high five compliment” to everyone else in the group, instruct the group to remove the hands from their backs and read the compliments.

Follow Up Conversation:
1. Encourage discussion about:
   • how it felt to give the compliment or speak the nice words to others.
   • how it felt to read the compliments and nice words that they received.
2. Discuss the importance of both giving and receiving positive words.
**Beautiful on the Outside Too**

**Time:**
25 minutes

**Objective:**
Children will gain a better appreciation of their bodies, and understand how their physical traits make them unique.

**Materials:**
- Markers or Crayons
- Drawing Paper

**Procedures:**
1. Explain that inner-beauty and character are important.
2. Explain that body appreciation is important too. Talk about the importance of accepting yourself, recognizing that all bodies are different. Discuss how the differences are what make each one of us unique and special.
3. Explain how there is something beautiful about everyone.
4. Distribute the materials.
5. Ask the children to draw a picture of themselves. Ask them to pay attention to their unique features, and include those in the picture.
6. Ask the children to share their pictures and explain the physical traits that they like about themselves.
7. You may also ask them to explain what is unique about their body, and how it benefits them. (i.e. “I am unique because I have really long arms, but these arms help me give awesome hugs.”)

**Follow Up Conversation:**
1. Encourage discussion about:
   - times when they feel the most beautiful. If those answers involve superficial things such as makeup, hair extensions, etc. explain to them that those enhancements are fake. Then, discuss how inner-beauty is genuine and cannot be bought, added, or washed off at the end of the day.
   - a time when they did not feel beautiful on the outside, but they were being beautiful on the inside.
   - their personal definition of inner-beauty compared to their personal definition of outer-beauty.